
George Brown College
Annual Report

1996

GEORGE BROWN
THE CITY COLLEGE

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Introduction

1996 was a year of unprecedented challenge and tremendous accomplishment for George Brown College. The institution that emerged at the end of this watershed year was vastly different from the George Brown College that preceded it.

In the past year staffing levels at George Brown were reduced by almost 30 per cent and budgets were cut by almost 20 per cent. Over 30 programs were discontinued. One-time restructuring costs totaled \$7.9 million. At the same time, the college provided education and training for the same number of students as in the previous year.

Change of this magnitude could not be negotiated successfully without a shift in focus — a move away from our role as a generalist institution to a more highly specialized organization. The college's new strategic direction provided an invaluable framework for the repositioning and restructuring that took place in 1996.

Program excellence is the first and foremost of our strategic objectives for the coming year. The college has shifted its focus to areas of programming in which we have demonstrated excellence and for which there is potential for future growth. We are incorporating important new technological innovations in learning and educational delivery. We have introduced new systems for measuring the results of our efforts. We are building partnerships and alliances with business, industry, colleges and universities that will allow us to offer students more opportunities, enhance the scope and quality of our operations, and develop new funding sources.

With a growing reputation for high-quality programming and services, a creative and committed workforce, and a proven track record of adaptability and flexibility, George Brown is well-positioned to participate fully in an exciting new era in education and training.

Major strategic directions

George Brown's roots are in the trades college tradition. It began by offering a relatively narrow range of skilled trade programs with a heavy concentration in technology and apprenticeship. Then, responding to needs throughout the 1970s it broadened its programming, becoming a "generalist" institution.

The college's new strategic direction focuses on specific areas of programming in which George Brown has demonstrated excellence, and for which there is great potential for future growth.

With this in mind, the college has adopted the following formal statement of strategic direction that will serve for the next three to five years:

"George Brown College will lead in providing innovative applied education and training programs for adults seeking to enhance their employability in the short and long term.

Program emphasis will be in the broad sectors of hospitality/tourism, health and community services, and in specific areas of business, technology and the arts.

All programs will be supported by high quality educators and trainers, and reflect the education and training needs of a large urban centre."

Stemming from the strategic direction are five main strategic objectives for the college that provide the Board of Governors and staff with the means to focus their activities in concert to achieve planned results.

THE FIVE STRATEGIC OBJECTIVES (WITH SUPPORTING OBJECTIVES) ARE:

1. Ensure program excellence.

- 1.1 Ensure development and delivery of high-quality programs.
- 1.2 Support innovation in teaching and learning.
- 1.3 Increase flexibility in learning delivery.
- 1.4 Ensure broad-based curricula which support long-term employability and prepare students to be contributing members of their community.
- 1.5 Develop property and physical resources to support strategic program direction.
- 1.6 Enhance customer service through improved student information systems.

2. Communicate and build college-wide commitment to and accountability for the strategic direction.

- 2.1 Implement a comprehensive internal communication plan.
- 2.2 Build staff accountability for program outcomes and student success.
- 2.3 Improve capability to measure quality and performance of programs and services.
- 2.4 Implement a plan for formal and informal staff recognition.
- 2.5 Review/research performance evaluation processes.
- 2.6 Solicit union support for the strategic direction.

3. Generate sufficient revenue from existing and new sources to support the strategic direction; in particular, increasing the college's fundraising capacity.

- 3.1 Ensure the college's long-term financial viability through sound financial management.
- 3.2 Increase revenues from contract training, international activities and ancillary services.
- 3.3 Develop and implement a fundraising strategy.

4. Ensure staff team has the skills, abilities and resources to implement strategic direction.

- 4.1 Increase flexibility in learning delivery.
- 4.2 Develop a comprehensive plan for computer systems and resources.
- 4.3 Increase staff capability in program innovation and use of technology.
- 4.4 Enhance the delivery of high-quality programs and customer service by emphasizing equity principles in staff training and human resource management activities.

5. Increase external awareness of and support for George Brown College.

- 5.1 Build partnerships and linkages which expand student learning and job opportunities.
- 5.2 Build partnerships and linkages which support and reflect the diversity and equity goals and values of the college.
- 5.3 Develop a marketing/public relations plan.
- 5.4 Develop an inventory of staff networks beyond the college.

Major college initiatives and activities

Facilities

New student service areas at St. James Campus

The college recently finished creating several new student service areas on the ground floor of the main St. James Campus building at 200 King St. E. that were officially opened on Oct. 30, 1996.

The new areas—comprising new lobby, student services centre, bookstore, computer lab and student complex—were created over the last year to provide students with higher levels of service, comfort and convenience.

- The new computer lab is filled with up-to-date Internet-connected machines that allow students to conduct world-wide research and use e-mail.
- The student-financed student centre, with its own coffee bar and games room, is a place for students to relax between or after classes.
- The new bookstore sells value-priced refurbished computers to meet the needs of students who need computers but can't afford new ones.

The new areas were designed by the renowned Toronto architectural firm of A. J. Diamond-Donald Schmitt and Company.

Several of the new areas—the lobby, student services centre, and student complex—were created as part of the Canada Ontario Infrastructure Works Program with funding from the federal government, provincial government, the college and the George Brown Student Association. Creation of the new bookstore was funded by the college, and the computer lab was made possible by a new technology fee paid by students.

Campus consolidation plan on track

As a key step in a long-term campus consolidation plan, George Brown sold its Kensington Campus. The dance and theatre programs, which had used space at the campus for rehearsals, classes and offices for the previous year moved into new quarters at Casa Loma Campus in September, 1996. The college is currently exploring the sale/transfer of Nightingale Campus, which would leave George Brown with two campuses in downtown Toronto—St. James on King Street East and Casa Loma on Kendal Avenue north of Dupont Street.

New dental labs at Casa Loma Campus

George Brown College and leading dental supplier Ash Temple Limited officially opened what are being hailed as the best training labs in Ontario on Nov. 6, 1996.

The labs, located at the college's Casa Loma Campus in downtown Toronto, will be used to train dental assistants, dental hygienists and denturists.

Thanks to a creative partnership between George Brown and Ash Temple the labs have the latest dental equipment including:

- 36 new chairs and stations in clinical labs for Dental Hygiene and Assisting programs.
- 15 new chairs, a new 25-station lab, and a new plaster room for Denturism students.
- 10 updated X-ray rooms, including a state-of-the-art Panorex X-ray machine.
- Expanded dispensing and sterilizing facilities to meet all current industry requirements.

The new labs, at 175 Kendal Ave., will allow the college to increase the number of students it trains and the number of patients it accepts. Dental service in the clinical labs is free after a \$20 administrative fee and open to the general public.

Service and Systems

Following the successful implementation of a computerized student information system that increases efficiency and improves service to students, the college is developing a template for computer-based administrative services. A computerized human resources information system is being developed to work in concert with the student system as is a financial system that will complete the integration of the college's human resources, student information and financial systems.

George Brown has expanded its peer tutoring service to include peer advisors, peer counsellors and senior peer tutors who help other students with problems they face at college—both in and out of the classroom. The new positions mean that more students will be helped through the program—on average 45 students a day—and more students will be employed part-time.

The college's alumni office has sponsored a program in which current students are linked with alumni mentors in their field to provide career advice and guidance. The program also provides valuable work experience for several students in George Brown's Career and Work Counsellor program, who administer the program and match students with alumni mentors.

Partnerships

- Working closely with financial services firms, George Brown's Faculty of Business has created an innovative, two-year Financial Planning program. It prepares students for the exam leading to the new Certified Financial Planner (CFP) designation as granted by the Financial Planners Standards Council of Canada, and meets the need in the financial services industry for well-trained staff. The Financial Planning program is offered with the support of: Fortune Financial Management, BPI Mutual Funds, C.I. Mutual Funds, the Canadian Securities Institute, Correspondent Network, Dynamic Mutual Funds, Fidelity Investments, GT Global, Gordon Private Client, Mackenzie Financial, Midland Walwyn, NCE Resources, Nesbitt Burns, O'Donnell Investment Management, RBC Dominion Securities, Scotia McLeod, and Trimark Investment Management.
- George Brown has provided customized training programs for a large number of private sector companies and public institutions through its growing Training Services Department including T.T.C., Consumers Gas, KPMG and Nortel.
- A unique partnership between George Brown College and the University of Toronto's School of Continuing Studies led to the creation of several unique continuing education courses in hospitality and applied arts fields.
- George Brown is working with Consumers Gas Limited to create a new training facility at Casa Loma Campus to offer specialized training that meets updated Ontario government regulations as part of the college's newly revamped Gas Technician program.

- The college worked closely with other Metro colleges in the spring and summer of 1996 to rationalize programming in key areas such as technology and health sciences where delivery costs are high and competition for resources and students can dilute program quality. As a result, colleges, including George Brown, can offer higher quality because of economies of scale. George Brown and other colleges also co-operated in several purchasing and service supply agreements that reduced costs for all.
- State-of-the-art dental training facilities were created at Casa Loma Campus this fall thanks to a creative partnership with dental supplier Ash Temple Limited. (See Facilities section for details.)
- George Brown and Bemidji State University in Minnesota, USA, reached an agreement that allows Ontario graduates of three-year technology programs to earn degrees in Industrial Technology with only one year of study. The agreement allows students to remain in Canada—studying using distance education technology in George Brown's Bell Centre for Distance Education. To date about 50 students have enrolled.
- The college has worked closely with the George Brown College Student Association to update facilities and services. This fall the college opened a student centre at St. James Campus and open access computers labs at all three campuses. The centre—as well as several other campus improvements—was made possible by student financial contributions, while the open access labs were created using a new Technology Fee assessed to students with the approval and co-operation of the Association.
- George Brown is making partnership and fundraising a priority with the development of a fundraising plan and establishment of fundraising goals and responsibilities within the organization.

Educational Innovation

- George Brown created and offered in the fall of 1996 a CD-ROM based Electronics Technician Certificate program. The 110 students who have enrolled to date use their own computers to study course material. Interestingly, the CD-ROM electronics course has attracted a far higher percentage of women than the similar classroom course. George Brown is committed to creating at least one additional distance education program and three alternative delivery courses to be offered on campus as part of its strategic objectives.
- The college offered its first two courses over the Internet this winter—Technical Writing and Creating Short Stories—making them accessible to people all over the world.
- Using facilities of the Bell Centre for Distance Education and services of George Brown's Centre for Learning Innovations and Academic Development, the Canadian Bar Association held a video conference for its members across the country.
- George Brown's academic divisions have been restructured to increase effectiveness and enhance synergy between departments. For example, the faculties of Business and Creative Arts have been combined to provide better business training for budding entrepreneurs in arts and craft fields while at the same time allowing creative fusion between marketing and graphic design students, who work closely together in industry. Restructuring also allows thorough implementation of college goals for general education and generic skills in all program areas.
- George Brown has seconded six faculty members from their usual teaching duties to develop new educational opportunities as part of the Centre for Learning Innovations and Academic Development. Services and delivery methods being developed include the Internet (e-mail and World Wide Web sites), video conferencing, computer-based learning, and CD-ROM instruction. Academic areas under consideration include English, mathematics, dental, English as a second language, and meeting and convention planning.

International Development

- George Brown, through its International Centre and Faculty of Business, offered a three-month training program in Western Business methods to 30 accountants from the People's Republic of China, who were sponsored by the Shenyang Economic Development Corporation.
- The Korean National Institute for International Education Development of the Ministry of Education chose George Brown to offer an eight-week English upgrading program for 60 high school English teachers this summer.
- George Brown has been chosen to train teachers from Jordan in four trade areas—fashion design and production, hairdressing and cosmetics, electronics, and food and beverage management—as part of the in-Canada training for Lead Instructors from the Jordanian Vocational Training Corporation and Ministry of Education.
- Enrolment increased this year for international students in the college's ESL, Summer Languages, and diploma programs to more than 340 students.

Accountability

As a publicly funded institution, George Brown College has an obligation to its stakeholders, its community and, ultimately, to society at large to demonstrate that it is operating efficiently and responsibly to meet current needs for college-level education and training. George Brown is one of the first colleges in Ontario to develop a comprehensive, formal system of performance measurement to illustrate its commitment to accountability. The system is designed to show, over time, how well the college is performing against either internally set goals or provincial or national benchmarks.

The first step in establishing this system of performance measurement was the development, and approval by the college's Board of Governors in 1995, of a new mission statement for George Brown (see *inside back cover*). This new statement reflects the broad range of activities at the college and offers a balance of educational and financial goals. In particular, it highlights seven critical aspects of college operations that form the basis for the performance measurement system.

These seven critical success factors will be used to measure our success in achieving our mission. The results not only chart where the college has been, but serve to indicate where we are going, and act as a focus for action by the college. The results of the first performance report (See Appendix C) provide valuable benchmarks that the college will use in coming years to mark improvements and changes in our performance.

The seven critical success factors are:

Responsiveness: Does George Brown respond quickly to changes in community needs with the right programs? Is it flexible and timely in its approach? Measurement tools: A survey of employers and timelines for establishing new programs and courses.

Quality: Are students, graduates and employers satisfied with the programs and courses that the college offers? Measurement tools: A survey of student, graduate and employer satisfaction, as well as student retention and graduate employment data.

Access: Has George Brown effectively removed barriers to participation in education in the community we serve? Measurement tool: Comparison of the college's student population with that of the community at large.

Learning Culture: Has George Brown created a culture of continuous learning for staff, students and community partners? Measurement tools: The extent of professional development among college staff and the number of development/sabbatical leaves.

Leadership: Is George Brown evolving in academic areas where it is, or can become, a recognized leader? Measurement tools: The percentage of qualified applicants who accept college offers of admission, the number and scope of articulation agreements with other educational institutions, and a survey of employers.

Diversity: Has George Brown promoted the value of diversity in the college community? Measurement tool: A survey of student attitudes.

Responsibility: Has George Brown shown effective stewardship? Have we ensured our future stability through the strategic investment of resources in innovation? Measurement tools: The level of college financial reserves, the proportion of spending on new projects and programs, and the development of new revenue-generating opportunities.

While it will be at least a year before follow-up studies can measure George Brown's performance in all areas, the initial report contains some significant indicators of success for 1995:

- The college is able to mount new post-secondary programs in just 12 months—three months less than the internal benchmark.
- The percentage of continuing education students rating their course as excellent increased from 24 per cent in 1993 to 29 per cent in 1995. The equivalent figure for post-secondary students is 31 per cent.
- First semester student retention is 97 per cent.
- Overall graduate employment increased from 75 per cent to 81 per cent.
- Conversion rate of acceptable applicants to registered students was 35 per cent—exceeding the 3:1 ration established as a benchmark.
- The per cent of continuing education students who believed that they had faced barriers to success at college on the basis of race, ethnic origin, sex, physical disability or learning disability fell to just eight per cent in 1995 from 10 per cent in 1993.
- George Brown invested \$3.8 million in new equipment and facilities—a figure that equals 3.5 per cent of total college expenditures.

More recently, George Brown president Frank Soroichinsky is helping to move performance measurement from a local to a provincial level as chair of ACAATO's Accountability Framework Working Group, which is developing a system-wide accountability mechanism.

Environmental Factors

External Environment

Since its inception in 1967, George Brown has attempted to anticipate and respond to the educational and training needs of the City of Toronto, Metropolitan Toronto and as the urban area expands north, east and west, the Greater Toronto Area. Because of the college's strong connection to its community, and its commitment to respond to the specific needs of that community, the social and economic environment of the city has had a significant impact on the college's strategic planning.

Some aspects of the college's external environment:

The City of Toronto has a population of more than 635,000; about one quarter of the total population of Metropolitan Toronto.

The labour force (people aged 15 years and older) makes up approximately 60 per cent of the total population.

Toronto's workforce includes 46 per cent women; 16 per cent visible minorities; 5 per cent people with disabilities; and 1 per cent aboriginal people.

Up to 40 per cent of immigrants to Canada settle in Toronto.

More than 660,000 people are employed in Toronto. More than half the workforce works in offices, many in financial, government or business services. Others are concentrated in product fabrication, retail, manufacturing, food and beverage sectors and printing and publishing.

About 200,000 jobs in Toronto have been lost since the employment peak in 1989. But while businesses in Metro Toronto have 14 per cent fewer workers than in 1989, employment in the Greater Toronto Area has returned to pre-recession levels.

The Toronto community has been dramatically affected by the economic recession and restructuring. Unemployment remained high throughout 1994-95 as a largely jobless recovery took place. In contrast, job placement statistics for 1995 George Brown College post-secondary graduates showed placement in full-time positions related to their program was 81 per cent, up considerably from an all-time low of 50 per cent in 1993.

There has been permanent structural change in our national and local economies, affecting the feasibility of programming in some fields, particularly technology and traditional skilled-trade apprentice programs related to the manufacturing sector. Demand for construction and manufacturing-related skill areas has also dwindled.

Future growth is expected to be in the knowledge-intensive sector, such as telecommunications, pharmaceuticals, business and computer services and finance. Toronto, as Canada's centre for finance, education, medicine, telecommunications, computer software and business services, is well positioned to benefit from these growth sectors.

Internal Environment

Surveys of George Brown's full-time students in 1994 and continuing education students in 1995—the most recent available—gave us a clearer picture of the typical George Brown student.

From a survey of over 3,600 first-year, full-time students at George Brown and four other Metro Toronto colleges, these are the highlights:

There are more female first-year students (55.6 per cent) than male at George Brown.

More than 40 per cent of first-year students are 20 to 25 years of age but almost 20 per cent are over 34 years—three times that of other Metro colleges.

About 30 per cent of first-year students have financial dependents.

Only 22.5 per cent of first-year students live in the City of Toronto. Most live in surrounding communities—44.3 per cent come from North York, Scarborough and Etobicoke.

Most students (78.2 per cent) picked George Brown as their first choice college.

More first-year students (30.9 per cent) were working before coming to college than were in high school (26 per cent). 17.7 per cent were in another college, university or upgrading program and 9.6 per cent were unemployed.

About 4,000 continuing education students at George Brown were surveyed, along with students from other Metro colleges. George Brown continuing education students were found to have the following characteristics:

Most continuing education students are female (63 per cent).

Two-thirds of continuing education students are over the age of 30.

Continuing education students have diverse educational backgrounds, including university degrees (31 per cent), college diplomas and certificates (29 per cent) and less than Grade 12 education (7 per cent).

More than 60 per cent of continuing education students are working full-time, 16 per cent are employed part-time and 13 per cent are unemployed.

System-wide issues

The issues raised in this section are derived from George Brown's draft written submission to the Ministry of Education and Training's Advisory Panel on Future Directions for Post-Secondary Education. A full discussion of these issues is contained in the submission, which may be obtained from the college.

Funding

- The level of basic funding of the college system, at a minimum, should not be allowed to fall below the current "per student" level. Future investment in the system will be required if program, curriculum, delivery mode, staff and faculty development are to take place.
- The funding system should support, rather than hinder, the development of distance education, new part-time programming, and alternative modes of delivery. Special funding envelopes should be established to enable colleges to access funds to convert or develop curriculum and materials for delivery through alternative modes or distance education and to prepare faculty to develop and facilitate these materials and learning strategies.
- The government should provide significant tax incentives to private sector partners who contribute to the development of college programming through the provision of equipment, software, expertise, shared facilities, faculty development opportunities, or co-op placement opportunities for students.
- The funding system should provide a way to recognize the efforts of colleges to invest in the future of their programs, students, and staff through the provision of matching funds or other appropriate incentive programs. This recognition should provide support for areas of identified growth in demand.

Accountability

- Both public and private institutions granting the same credential to students should be governed by the same regulations, standards and restrictions. In particular, all diplomas or certificates which are considered or perceived to be equivalent, should be required to ensure that the same comprehensive set of learning outcomes, including those associated with generic skills and general education, is achieved by graduates.
- All post-secondary institutions should be required to account for their achievements and use of public funds through standard performance criteria.

Access

- Any policy development must recognize that the needs of adults needing to acquire prerequisite skills for post-secondary programs are not appropriately addressed by sending them back to secondary school. Rather, colleges must be able to offer legitimate upgrading/access programs if true accessibility is to be maintained.
- Changes to the Ontario Student Assistance Program must recognize the needs of students who have financial dependents to provide for while in college. For example, child care bursaries could be established, and the portion of educational loans associated with the provision of care for dependents could be forgiven.
- Tuition levels should be allowed to rise to a reasonable share of the costs associated with a post-secondary education provided that this level does not present a barrier to access.

- The Ontario Student Assistance Program should include a repayment plan which is related to income with a flexible repayment schedule related to individual circumstances. In addition, the interest portion of the debt should be tax deductible.
- Tuition fees should remain common for all full-time post-secondary programs delivered on-site. Fee differentiation could be introduced only if appropriate strategies to safeguard access were designed and implemented. However, tuition fees for programs delivered through distance education, whether full-time or part-time, should be adjusted to reflect the costs of distance education delivery and other market forces, and colleges should have the discretion to adjust part-time fees.

Institutional Co-operation

- Regional centres of specialization should be considered in the Metropolitan Toronto area for programs which have low demand or exceptionally high costs of delivery or associated equipment or facilities. In other areas of the province, reasonable access to high cost or low demand programs should be protected through partnerships among regional colleges in sharing the costs of distance delivery, transfer arrangements, or other arrangements designed to balance access with cost effectiveness.
- The province can encourage co-operation by giving preference in allocating program development funds to projects submitted by a consortium of colleges and supported by a broad representation of the potential employer base.
- Direction should be given to colleges and universities to develop guidelines and timetables for the implementation of articulation and credit transfer arrangements.

Appendix A

George Brown at a glance

History: A non-profit corporation established by the Government of Ontario on Nov. 22, 1967 to serve the City of Toronto as part of a province-wide system of colleges. Named after George Brown, a Father of Confederation, 19th Century Liberal Party leader and founder of The Globe newspaper. It incorporated two trade schools, four nursing schools and five adult upgrading centres in its first six years of operation.

Official name: The George Brown College of Applied Arts and Technology.

Programs and Courses:

George Brown offers:

59 Diploma programs (one year or longer in length)

50 Certificate programs (one year or less)

18 Apprenticeship programs

700 Continuing Education courses

101 Continuing Education Certificate/Diploma programs

Students

Annual full-time student enrolment:

Diploma programs	7,500
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Certificate/Apprenticeship	7,500
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Full-time Total	15,000
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Annual Part-time student enrolment:	40,000
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Total	55,000
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Full-time Student Characteristics: Female (56 per cent), Over 22 years old (60 per cent), Single (71 per cent), Born in Canada (55 per cent), Uses public transportation (78 per cent), Lives in Metro Toronto (70 per cent).

Part-time Student Characteristics: Female (60 per cent), Over 30 years old (62 per cent), Working full-time (60 per cent).

Staff

450 Full-time Faculty

372 Full-time Support Staff

74 Full-time Administrators

896 Total

Vital Statistics

Graduates (from diploma programs): 1,882

Graduate employment rate (1994/95): 81 per cent

Alumni: 250,000

Annual operating budget: \$89 million

Books in college libraries: 73,200

Campuses

Casa Loma Campus

Main address: 160 Kendal Ave.

Six buildings, 500,00 square feet

Main program areas: Technology, Fashion, Dental, Language Training, Performing Arts.

St. James Campus

Main Address: 200 King St. E.

Two buildings, 467,000 square feet

Main program areas: Business, Community Services, Hospitality, Health Sciences, Graphic Arts.

Nightingale Campus

Address: 2 Murray St.

One building: 72,000 square feet

Main program areas: Early Childhood Education, Community Services.

Appendix B

Audited Enrolment

Post Secondary Enrolment:

	1995	1996
September	8135	8587
November 1	7842	7837
-VISA Students	136	178

Total Enrolment as of Nov. 1	7979	8015
		.45% increase

Tuition Short Training Days:

1995/96 total	279,730 training days
1996/97 total	175,868 training days**
1996/97 target	170,570 training days

**** training days are actual to November 1996, projected thereafter. Please note that no training day estimates can be made for programmes with future start dates. 1996/97 carry over training days are included in this figure.**

November 26/96

George Brown College

1996

PERFORMANCE REPORT

SUBMITTED TO THE BOARD OF GOVERNORS
JUNE 1996



George Brown College

MISSION STATEMENT

Working closely with partners from all sectors of our society, George Brown College will provide high-quality education that meets the evolving social and economic development needs of the communities we serve, and enables students to succeed in achieving their individual career and life goals.

TO ACHIEVE OUR MISSION WE WILL:

Responsiveness

Respond quickly and with flexibility to changes in the communities we serve, renewing programming and delivery methods to meet emerging needs;

Quality

Ensure a high degree of satisfaction with the quality of our programs and services among students, graduates, employers and partners;

Access

Promote access to our programs and services;

Learning Culture

Foster a culture of continuous learning within the College for students, staff and community partners;

Leadership

Evolve in areas where the College is, or can become, a recognized leader;

Diversity

Promote the positive value of diversity in the College community and in society at large;

Responsibility

Secure the future stability of the College through responsible, strategic investment of resources in innovative practices, programs and services.

The ongoing achievement of these goals will be realized through the continuing commitment and creativity of College staff working with students and community partners.

George Brown

THE CITY COLLEGE OF TORONTO

George Brown College is an important link in a province-wide system of colleges that provide career-related education and training. Established by the Ontario government in 1967, we offer more than 100 full-time programs and hundreds of continuing education courses in the areas of business, applied arts, hospitality, health sciences, community services, academic upgrading, computer science and technology. The college enrolls more than 14,000 full-time students and 45,000 continuing education students a year. We have two main campuses in downtown Toronto.

A NEW LOOK AT GEORGE BROWN'S PERFORMANCE

Is George Brown College doing a good job? That's the question we are answering with a new, comprehensive, formal system of performance measurement. This system is designed to show, over time, how well the college is performing against either internally set goals or provincial and national benchmarks.

The first step in establishing this system of performance measurement was the development, and approval by the college's Board of Governors, of a new mission statement for George Brown. This new statement reflects the broad range of activities at the college and offers a balance of educational and financial goals. In particular, it highlights seven critical aspects of college operations that form the basis for the performance measurement system.

SEVEN CRITICAL SUCCESS FACTORS

George Brown College has developed seven *critical success factors* that will be used to measure our success in achieving our mission. The results not only chart where the college has been, but where we are going. They provide a focus for future action by college leaders. The measurements in this first report will provide valuable benchmarks that we will use in the coming years to chart improvements and changes in our performance. These changes in college performance will be reflected in future Performance Reports, which will be issued annually.



The Seven Critical Success Factors Are:

1

RESPONSIVENESS:

Does George Brown respond quickly to changes in community needs with the right programs? Are we flexible and timely in our approach? Measurement tools: A survey of employers, and timelines for establishing new programs and courses.

2

QUALITY:

Are students, graduates, and employers satisfied with the programs and courses that the college offers? Measurement tools: A survey of student, alumni and employer satisfaction, as well as student retention and graduate employment data.

3

ACCESS:

Has George Brown effectively removed barriers to participation in education in the community we serve? Measurement tool: Comparison of the college's student population with that of the community at large.

4

LEARNING CULTURE:

Has George Brown created a culture of continuous learning for staff, students and community partners? Measurement tools: The extent of professional development among college staff and the number of development/sabbatical leaves.

5

LEADERSHIP:

Is George Brown evolving in academic areas where we are, or can become, a recognized leader? Measurement tools: The percentage of qualified applicants who accept college offers of admission, the number and scope of articulation agreements with other post-secondary institutions, and a survey of employers.

6

DIVERSITY:

Has George Brown successfully promoted the value of diversity in the college community? Measurement tool: A survey of student attitudes.

7

RESPONSIBILITY:

Has George Brown shown effective stewardship? Have we ensured our future stability through the strategic investment of resources in innovation? Measurement tools: The level of college financial reserves, the proportion of spending on new projects and programs, and the development of new revenue-generating opportunities.



The 18 Performance Measures Are:

1. RESPONSIVENESS

Respond quickly and with flexibility to changes in the communities we serve, renewing programming and delivery methods to meet emerging needs.

PERFORMANCE MEASURES

- ⊗ Program and delivery methods meet community needs
- ⊗ Timeliness of response

2. QUALITY

Ensure a high degree of satisfaction with our programs and services among students, graduates, employers and other partners.

PERFORMANCE MEASURES

- ⊗ Student satisfaction with programs and services
- ⊗ Student retention
- ⊗ Alumni satisfaction and placement rate/employment success
- ⊗ Employer/funder satisfaction

3. ACCESS

Promote access to our programs and services.

PERFORMANCE MEASURE

- ⊗ Student profile

4. LEARNING CULTURE

Foster a culture of continuous learning within the college for students, staff and community partners.

PERFORMANCE MEASURES

- ⊗ Professional development
- ⊗ Learning opportunities

5. LEADERSHIP

Evolve in areas where the college is, or can become, a recognized leader.

PERFORMANCE MEASURES

- ⊗ Recognition by applicants
- ⊗ Articulation agreements
- ⊗ Recognition by employers

6. DIVERSITY

Promote the positive value of diversity in the George Brown College community and in society at large.

PERFORMANCE MEASURES

- ⊗ Respect for the value of diversity
- ⊗ Equity

7. RESPONSIBILITY

Show effective stewardship by securing the future stability of the college through the strategic investment of resources in innovative practices, programs and services.

PERFORMANCE MEASURES

- ⊗ Distribution of resources
- ⊗ Minimum reserve level
- ⊗ Support for innovation
- ⊗ Development of resources



The College's Results For 1995-96 Are:

1. RESPONSIVENESS

* PROGRAM AND DELIVERY METHODS MEET COMMUNITY NEEDS

New college programs and services are responsive to the emerging economic and social development needs of the community.

In 1995-96 the college developed and offered 284 new continuing education courses, 19 new continuing education certificate programs, and eight new full-time programs.

Percentage of employers who believe that the college is responsive to the changing needs of the labour market.

The college will conduct a survey of employers in October, 1996.

* TIMELINESS OF RESPONSE

Program development, from conception to start of program, will not exceed 15 months for full-time programs and six months for continuing education.

The total development cycle for the new full-time, post-secondary program was 12 months. Development cycle data for new certificate programs will be collected in 1996-97. The average development time for continuing education courses was seven months.

2. QUALITY

* STUDENT SATISFACTION WITH PROGRAMS AND SERVICES

Percentage of college's students who rate college programs and courses as good or excellent.

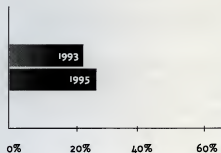
FULL-TIME STUDENT SATISFACTION WITH PROGRAMS

A total of 31 per cent of full-time students rated their program as excellent. An additional 52 per cent rated their program as good.

CONTINUING EDUCATION STUDENT SATISFACTION WITH PROGRAMS

Twenty-nine per cent of the college's continuing education students rated the quality of courses as excellent. Fifty-nine per cent rated the quality of courses as good. Excellent ratings increased from 24 per cent in 1993 to 29 per cent in 1995.

CONTINUING EDUCATION COURSE CONTENT SATISFACTION



[Source: Continuing Education Survey, 1995: excellent ratings only]

Percentage of students who rate college's services as good or excellent

FULL-TIME STUDENT SATISFACTION WITH SERVICES

Thirteen per cent of full-time students rated the helpfulness of staff in service areas as excellent and forty-five per cent rated staff helpfulness as good. [Service areas rated: information sessions and tours, admissions testing, college orientation, resource centre/library, computer equipment, and student life.]

1995 - 96 Results

CONTINUING EDUCATION STUDENT SATISFACTION WITH SERVICES

Twenty per cent of students rated the helpfulness of staff as excellent. Sixty per cent rated the staff as good.

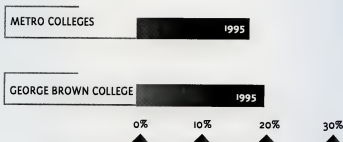
The percentage of students rating staff as excellent increased from 15 per cent in 1993 to 20 per cent in 1995.

Continuing education student satisfaction rates with programs and services shall meet or exceed the satisfaction norms of other greater Metro colleges.

The college has a higher percentage of students rating the helpfulness of staff as excellent [20 per cent], than the average for the greater Metro colleges [17 per cent].

The college has a higher percentage of excellent ratings for courses [29 per cent] than the average for the greater Metro colleges [24 per cent].

HELPLESSNESS OF STAFF



[Source: Continuing Education Survey, 1995: excellent ratings only]

* STUDENT RETENTION

Overall retention rate for first-semester students from September 15 to November 1.

The college-wide retention rate from September 15 to November 1 is 97 per cent.

Overall retention rate from first semester to second semester.

The overall retention rate from first semester to second semester is 91 per cent.

Overall retention rate for students moving from the first year to the second year of their program.

The overall retention rate from first year to second year is 79 per cent.

Overall graduation rate compared to first semester intake.

The overall graduation rate is 36 per cent: Thirty-six per cent of students receive diplomas for the programs in which they originally enrolled.

Currently the college does not collect data on the number of students who transfer to other programs or who graduate early at the certificate level.

1995 - 96 Results

* ALUMNI SATISFACTION AND EMPLOYMENT SUCCESS

Percentage of previous year's graduates who believe that their program prepared them well for their current position.

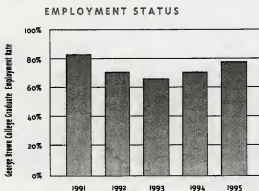
Just over 34 per cent of 1995 graduates rated their program's usefulness for their job as excellent. A further 28 per cent of graduates rated the program's usefulness as good.

The graduate employment rate meets or exceeds the employment rates of Metro area colleges.

Six months after graduating in the spring of 1995, 79 per cent of the college's graduates were employed. This represented a four per cent increase over the 1994 employment rate of 75 per cent. [Comparable employment rates for Metro area colleges were not available.]

Percentage of previous year's graduates not working in a field related to their program of study who believe that their college program advanced their career.

Approximately 15 per cent of 1995 graduates who were employed in a field unrelated to their program of study rated the usefulness of their program as excellent. Twenty-two per cent of the same group of graduates rated the usefulness of their program as good.



* EMPLOYER/FUNDER SATISFACTION

Percentage of employers surveyed who rate college graduates as good or excellent in technical and non-technical skills and in readiness for the workforce.

Survey of employers to be conducted in fall, 1996.

Percentage of funders surveyed who rate college programs/services as good or excellent in meeting the goals and objectives established by the funder.

Survey of funders to be conducted in fall, 1996.

Survey of employers to be conducted in fall, 1996.



1995 - 96 Results

3. ACCESS

* STUDENT PROFILE

Full-time and continuing education student population reflects the diversity of the community.

GENDER

Fifty-six per cent of full-time students are female.

Sixty-three per cent of continuing education students are female.

ENGLISH AS A FIRST LANGUAGE

English is the first language of 56 per cent of the college's full-time students [*Fall 1994 Survey of Full-time Students*].

English is the first language of 72 per cent of the college's continuing education students [*Winter 1995 Survey of Continuing Education Students*].

English is the first language of 69 per cent of the population of the Toronto Census Metropolitan Area [*Statistics Canada 1991 Census*].

ENGLISH AS A FIRST LANGUAGE



56%

George Brown College Full-time students



72%

George Brown College Continuing Education students



69%

Toronto Census Metropolitan Area

4. LEARNING CULTURE

* PROFESSIONAL DEVELOPMENT

Number of employees who have participated in a professional development activity during the previous 24 months.

In the 12-month period April 1, 1995 to March 31, 1996, there were 1,319 staff registrations in college training courses and seminars.

* LEARNING OPPORTUNITIES

Each year the college will support learning opportunities for staff and students additional to formal instruction and professional development.

In 1995-96, 14 faculty took one-year sabbatical leaves, four support staff took six-month development leaves, and the college provided the equivalent of a four-month development leave for one administrator.

1995 - 96 Results

5. LEADERSHIP

* RECOGNITION BY APPLICANTS

The conversion rate of qualified applicants who accept the college's offer of admission will meet or exceed a ratio of 3:1.

In 1995, 13,073 applicants were accepted into college programs. A total of 4,615 applicants registered in programs, representing a conversion rate of 35 per cent. This exceeds the target of a 3:1 (33 per cent) conversion ratio.

* ARTICULATION AGREEMENTS

The number and scope of articulation agreements between the college and other post-secondary institutions are at or above college system norms.

The college has a total of nine credit transfer agreements in selected programs with universities in Canada and the United States. The agreements allow George Brown students to enter directly into the third year of a four year bachelor's program. In addition, the college has 14 partial articulation agreements, for a total of 23 agreements. Ontario colleges have an average of 15 articulation agreements per college.

[Source: Ontario Transfer Guide, 1994]

* RECOGNITION BY EMPLOYERS

Percentage of employers in a given field who believe that graduates from the college exhibit superior skills and job performance.

Survey to be conducted in fall, 1996.

6. DIVERSITY

* RESPECT FOR THE VALUE OF DIVERSITY

The proportion of students who believe that diversity is valued and respected in their learning experience.

The proportion of students who believe that the diverse nature of the college's student population enhances their learning experience.

Appropriate questions to be asked on 1996-97 student surveys.

* EQUITY

The proportion of students who identify barriers to their success at the college based on race, religion, gender or disability.

In 1993, 10 per cent of the college's continuing education students believed that they had faced barriers to success at the college on the basis of race, ethnic origin, gender, physical disability or learning disability.

In 1995, eight per cent of the college's continuing students believed that they had faced barriers due to race, ethnic origin, gender, physical disability or learning disability.

Data on full-time students will be collected in 1997.

1995 - 96 Results

7. RESPONSIBILITY

* DISTRIBUTION OF RESOURCES

Resources will be allocated consistent with college system norms and/or in accordance with specific targets set.

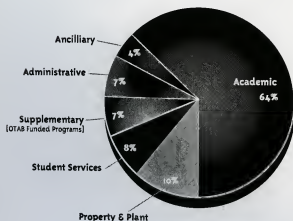
Financial resources were distributed as follows:

	1995/96	
Academic	64%	72%
Student Services	8%	
Administration	7%	
Property and Plant	10%	
Ancillary	4%	
Supplementary [OTAB funded programs]	7%	

[Source: audited financial statements for fiscal 95/96]

An allocation of 72 per cent of revenue to academic delivery and services to students is within Ontario college system norms and is consistent with targets set at the outset of the fiscal year.

DISTRIBUTION OF RESOURCES
1995-96 financial expenditures by area of activity:



* MINIMUM RESERVE LEVEL

College reserves will be maintained at a fixed percentage of the annual operating budget.

The college's unappropriated operating fund [reserves] at the beginning of fiscal 1995/96 was \$1,231,260 which represented 1.1 per cent of the annual operating budget. Reserves as of April 1, 1996 are \$648,951 representing .74 per cent of the operating budget for fiscal 1996/97.

[Source: audited financial statements for fiscal 95/96; approved budget for fiscal 96/97]

* SUPPORT FOR INNOVATION

The proportion of the annual operating budget allocated to new projects and initiatives that advance the college's objectives.

The college invested \$3.8 million in the upgrading of facilities and equipment which represented 3.5 per cent of total college expenditures for the year. About \$1.1 million was spent on upgrades to classroom equipment, with a particular focus on computer labs. A new Student Services complex and a Student Centre were constructed at St. James campus with financial support from the Canada / Ontario Infrastructure Works program and the Student Administration's Building Fund.

[Source: audited financial statements for fiscal 95/96]

* DEVELOPMENT OF RESOURCES

New revenues acquired will meet annual targets set as part of college objectives.

Revenue targets were set for three developing areas of the college:

	Target	Performance
International ESL	\$500,000	\$551,000
Contract Training	\$590,000	\$725,000
International Denturist Centre	\$140,000	\$117,000

In addition, the college received \$1,503,421 in endowments, bursaries and donations compared to \$1,518,589 in the previous year.

New Courses and Programs

1995 - 1996

NEW FULL-TIME PROGRAMS

POST-SECONDARY

Electronic Information Communication

CERTIFICATE

Computer Design and PC Systems
Computer Network Administration
Mechatronics for the Skilled Trades
Natural Gas Service
Programmer Specialty Upgrade

APPRENTICESHIP

Food Preparation - Aboriginal Cuisine
Food Preparation for Persons with Disabilities

NEW CONTINUING EDUCATION CERTIFICATE PROGRAMS

Box Office Management [Post-diploma]
Call Centre Management
Celebrations of Food: A Very Human Art
Certificate of Proficiency in Spanish
Childcare Cook
Computer Support Specialist
Convention and Meetings Management
Counselling Special Populations [Post-diploma]
Esthetics
Financial Consultant
Food Service Worker
Gender Studies [Post-diploma]
Home Inspection
Manitoba Denturists' Oral Health Examination
Nail Techniques
Not-for-Profit Management
Preventive Dental Assisting Completion Program
Preventive Dental Assistant
Property Management - Beginner Certificate

NEW CONTINUING EDUCATION COURSES

ACCPAC General Ledger Level I
ACCPAC General Ledger Level II
Adding Dazzle to Photography
Adding Catering to Your Foodservice Operation (N) (F)
Adobe Premier
Advanced Counselling Training
Advanced Statistical Methods
Advanced Financial Planning
Advanced Telemarketing
Advanced Seminar Issues in Working with Abusive Men
Advertising Design - Traditional and Computer
Advocacy Skills
Amenity Management I
An Overview of Corel Ventura
Antique English Oceanics
Applied Nutrition for Childcare Cooks
Art and Architecture: 1900 to Present
Assessing Personal Training Skills
Assessment and Career Counselling Inventories and Interpretations
Basic Computer Skills for Adults
Basic Computer Literacy
Basic Willow Furniture
Beverage and Bar Management
Biology Review and Update
Book Making: Draft Your Own Blocks
Box Office Customer Service
Box Office Administration
Box Office Financial Management
Box Office Management
Breaking Patterns: The Key to Change
Breastfeeding: Promotion and Practice for Professionals
Business Management for Festivals and Events
Business and Professional Operations in Personal Training
Call Centre Management
Call Centre Technology
Call Centre Management Projects
Calligraphy Gets Big
Canadian Law and the Individual
Canadian Literature in English
Canadian Personal Taxation and Benefits
Care of the Long-Term Client in the Community
Caribbean Cuisine
Cedar/Canvas Canoe Construction and Repair
CFC Certification Exam
Changing Technologies in Box Office Management
Childcare Centre Menu Planning
Children's Book Illustration
City Painting
Clothing for Persons with Special Needs
College and Job Success with the Internet
Communication exercises (Written Communication)
Communications Skills for Not-for-Profit Organizations
Communications and Human Relations for Food Service Workers
Community Mental Health
Community Health Nursing: A Changing Environment
Computerized Signmaking - Intermediate Level
Computerized Signmaking - Introductory Level
Computerizing Your Small Business
Concepts of Reliability
Conflict Resolution
Contemporary Workplace Issues
Cooking for Children with Food Allergies
Copyediting
Court Reporting Theory
Creating a Human Resource Manual
Creative Photographic Techniques
Creative Painting
Current Economic Issues for Labour
Current Political Issues for Labour

Deafblind Communication IIA
 Deafblind Communication IIB
 Dealing with Difficult People
 Decoy Carving for Beginners: Common Loon
 Design with Adobe Photoshop
 Design Methodologies
 Designing Minimal Documentation
 Digital Display Appliances
 Digital Imaging for Photographers
 Discover Mask Making
 Effective Client Marketing
 Electrical Inspector
 Electronic Prepress and Image Assembly Seminar
 Emergency First Aid
 Estate Planning
 Ethics in Professional Relationships
 Exam Preparation for Registered Practical Nurses
 Exhibit Design
 Exploring Teapots Workshop
 Exploring Colour Slip and Glaze Cone Six
 Faculty Directed Research I
 Faculty Directed Research II
 Film-Based Painting Techniques for Photography
 Films of Quebec/Spanish Quebecois
 Financial Management for Not-for-Profit Organizations I
 Financial Management for Not-for-Profit Organizations II
 Financial Management for Conventions and Meetings
 Fire Alarm Systems
 Food Allergies: A Life and Death Issue
 Food Preparation for Childcare Cooks
 Food Preparation for Food Service Workers
 Food Allergies: A Serious Concern for Foodservice Operators
 Forensic Anthropology
 French Advanced Grammar I
 French Advanced Grammar II
 French Proficiency
 Fuel Safety Branch Licensing Examination
 Fundamentals of Quality Assurance
 Fundraising I
 Fundraising II
 Fundraising III
 Gender Studies I
 Ground School for Private Pilots
 Guitar Repair
 Ham Radio Operator
 Hardware Essentials
 Have Your Home and Money Too
 Health Assessment for Practical Nurses
 Health and Safety III - Current Topics
 Heating Inspector
 High Tech Home Care
 Histology/Periodontology
 Humour in the Workplace
 Internet for the Serious Business User
 Interpersonal Communications II: Influencing Behaviour
 Interpersonal Communication for Childcare Cooks
 Introduction à la traduction (Introduction to Translation)
 Introduction to Financial Planning
 Introduction to Macromedia Director
 Introduction to Home Furnishings
 Introduction to Perspective Drawing
 Introduction to African History
 Introduction to Ballet - Lecture Series
 Introduction to Criminology
 Introduction to Working with Abusive Men
 Introduction to Telemarketing in Canada
 Introduction to Drawing
 Investment Planning

ISO Implementation
 Japanese III
 Jewellery Repair II
 Keyboarding and Call Centre Computer Skills
 Kilim Weaving
 Kitchen Equipment for Food Service Workers
 Know More English
 Law for Property Managers
 Learn to Draw for Teens
 Learn to Draw for Adults
 Let's Be Art Smart
 Life Drawing - Basic
 Life Drawing - Advanced
 Literature of the Spanish Speaking World
 Literature of Quebec/Literature Québécoise
 Lotus 1-2-3 for Windows Level I
 Micro Economics and the Canadian Economy
 Management of Quality Assurance
 Managing within the Not-for-Profit Organization I
 Managing within the Not-for-Profit Organization II
 Managing with the Not-for-Profit Organization III
 Manicure and Pedicure II
 Math Essentials I
 Math Essentials II
 Mathematics Preparation for Health Science Candidates
 Mechanical Reasoning for Women
 Meeting Site Selection
 Meeting Marketing and Communications
 Meeting Administration
 Meeting Logistics
 Metal and Tangram Arc Welding
 Metrology (Inspection, Testing, Calibration)
 Microsoft Powerpoint
 Microsoft Word for Windows - Level III
 Microsoft Excel Level II
 Middle Eastern Cuisine
 Non-Profit Networking
 Nursing Skills Update: Care of Clients with Ostomy
 Nursing Skills Update: Tracheostomy Care
 Nursing Skills Update: Care of Clients Requiring Oropharyngeal Nursing skills
 Nursing Skills Update: Care of Clients with Urinary Devices
 Nursing Skills Nutrition and Menu Planning for Food Service Workers
 Occupational Health Management
 Operating Environments
 Oral Pathology
 Orientierung
 Origami: The Game of Garments I
 Origami: The Game of Garments II
 Orthodontic Record Taking
 Painted Flow Cloths
 Painting the Figure
 Palliative Care in the Community
 Palliative Care
 Partial Dentures
 Pathology and Pharmacology
 Pharmacology Review and Update
 Photo Field Tours
 Playwriting Workshop
 Police and Society - Law Enforcement Careers
 Practical Typography for Desktop Publishing
 Practicum Testing
 Presentation and Portfolio Class
 Principles of Box Office
 Principles of Quality Assurance with ISO 9000
 Production Logistics for Festivals and Events
 Professional Telesales
 Professionalism in Business
 Proficiency Speaking Spanish

Program Planning for Meetings and Conventions
QuarkXPress for Graphic Design
QuarkXPress - IBM
Quebec: Society, Culture, Language
Radiographic Pattern Recognition
Radiography Refresher Series
Real Estate for the Hospitality Industry
Real Estate Investment Planning
Recruiting, Interviewing and Placing Volunteers
Research Methodology
Retaining and Recognizing Volunteers I
Retaining and Recognizing Volunteers II
Spanish Advanced Grammar I
Speaking Spanish - Beginner I
Speaking Spanish - Beginner II
Speaking Spanish - Beginner III
Speaking Spanish - Intermediate I
Speaking Spanish - Intermediate II
Speaking Spanish - Advanced I
Speaking Spanish - Advanced II
Speaking Spanish - Advanced III
Starting a Computer Consulting Business
Statistical Process Control
Stencil Exposure
Stretching Mesh to Optimum Limits
Suturing
Summer Languages English Program
Surface Mount Technology - Assembly and Repair
Surfing the Net
Surgical Asepsis
Teambuilding I
Teambuilding II
Telemarketing Telephone Techniques
Textiles I
Thai Cuisine
The Building Code Part 9: The House
The Role of the Childcare Cook
The Role of the Food Service Worker
Therapeutic Touch Level I
Therapeutic Touch Level II
Three-Week Japanese Intensive
Three-Week Spanish Intensive
Tool and Die Qualification Exam Preparation
Total Station Surveying
Traditional Millinery
Training Your Hospitality Trainer
Transcultural Health
Troubleshooting
Turning Your Ideas into a Profitable Business
Verbal Communications for Not-for-Profit Organizations
Violin Making
Visual Basic
Volunteer Board Development and Management I
Volunteer Board Development and Management II
Water Gardens
Watercolour Painting on Location
Web Page Design for the Internet
Weekend Japanese Intensive
Weekend Spanish Intensive
Weekend French Intensive
Wilderness First Aid
Willow Basketry
Window Treatments for the Home
Working with Consultants
Writing for the Not-for-Profit World I
Writing for the Not-for-Profit World II
Writing Your Memoirs



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